DOCUMENT RESUME

ED 397 050 SP 036 791

AUTHOR Zeichner, Ken, Ed.; And Others
TITLE Currents of Reform in Preservice Teacher Education.
REPORT NO ISBN-0-8077-3429-2
PUB DATE 96
NOTE 246p.
AVAILABLE FROM Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3429-2; clothbound: ISBN-0-8077-3430-6).
PUB TYPE Books (010) -- Collected Works - General (020)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Accreditation (Institutions); *Alternative Teacher Certification; Case Studies; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Reflective Teaching; State Standards; Student Teaching; *Teacher Certification
IDENTIFIERS *Diversity (Student); Diversity Concept

ABSTRACT

This book provides an analysis of efforts to improve the education of preservice teachers and of the limitations of contemporary teacher education reform proposals. Following Chapter 1, "Introduction" (Ken Zeichner), the book is divided into three parts. Part 1, "Regulation and Standards in Teacher Education," consists of four chapters: (2) "External Influences on Teacher Education Programs: National Accreditation and State Certification" (Alan R. Tom); (3) "Reforming Teacher Education through Legislation: A Case Study from Florida" (Susan Melnick); (4) "The Continuing Reform of a University Teacher Education Program: A Case Study" (Dorene Ross and Elizabeth Bondy); and (5) "Traditional and Alternative Routes to Teacher Certification: Issues, Assumptions, and Misconceptions" (Trish Stoddart and Robert Floden). Part 2, "Preparing Teachers for Cultural Diversity," is in three chapters: (6) "Prospective Teachers' Perspectives on Teaching 'Other People's Children'" (Mary Louise Gomez); (7) "Educating Teachers for Cultural Diversity" (Ken Zeichner); and (8) "The Role of Community Field Experiences in Preparing Teachers for Cultural Diversity" (Ken Zeichner and Susan Melnick). The final two chapters make up Part 3, "Promoting Reflective Practice in Teacher Education": (9) "Teachers as Reflective Practitioners and the Democratization of School Reform" (Ken Zeichner); and (10) "Designing Education Practicum Experiences for Prospective Teachers" (Ken Zeichner). Each chapter includes references. (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****